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CAMPING

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JUNE 1947 — San Diego School-Camp • Southwest and Pacific Regionals • Democracy in Camp • Insect Control



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CAMPING MAGAZINE

OFFICIAL PUBLICATION — AMERICAN CAMPING ASSOCIATION

JUNE, 1947

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Outdoor Education for San Diego

City-County Camp Commission develops plan to incorporate in educational program a five-day camp experience.

IT IS AROUND 10:30 on any Monday morning. Two school buses, loaded with sixth graders from the San Diego schools, pull into camp and come to a stop alongside "Activity Stump." The precious cargo piles out: boys and girls, 70 of them, eager to begin this five-day experience and to find out what camp is all about.

And thus begins another encampment at San Diego's all-year Community School Camp. For here, in the chaparral forest of the San Diego mountains, 50 miles from town, is a school camp in operation—a vital experiment in outdoor education.

This community, believing in the educational values of a camping experience, and realizing the need for extending the values of a camping program to larger numbers of young people, has had the courage to experiment. The first steps toward the establishment of a mountain recreational area for San Diego's youth were taken in 1940. At that time, representative members of the Coordinating and Welfare Councils interested the State Park and National Forest Commission in the need for such an area to be set aside for organized camping.

In 1943, through joint action of the San Diego City Council and the San Diego County Board of Supervisors, an ordinance was passed authorizing a San Diego City-County Camp Commission. Membership of this commission is composed, by virtue of official position, of the City Superintendent of Schools, the County Superintendent of Schools, a member of the San Diego County Board of Supervisors, a member of the City Council and the current president of the Ninth District, Inc., of the California Congress of Parents and Teachers.

Upon the establishment of the Commission a period ensued during which energies were directed toward an attempt to obtain a lease on a former CCC camp, located in the Cuyamaca State Park in San Diego County. At length a lease was extended to San Diego County, making available to the City-County Camp Commission the site now known as Camp Cuyamaca. Cuyamaca, pronounced Quee-a-macka-a, is an Indian word meaning "mist over the mountain."

What of this camp site? What did the lease provide? The Camp Commission found itself with nine acres of land and 21 CCC buildings. Necessary funds were immediately appropriated by the City and County governments in order to rehabilitate the camp area and put the buildings into usable condition. As a result of this rehabilitation process, the camp was able to open in the summer of 1945 and during that summer over 1,000 boys and girls experienced short-term organized camping.

Many things were learned the hard way, by the trial-and-error method. Perhaps this was necessary, but with careful planning, certain headaches might be avoided by others. Minimum standards for camping have paved the way in numerous areas; we should all know that adequate funds, qualified leaders and slow but steady steps are vital to the successful establishment of any camp.

At the close of the season, the Commission called upon the Youth authority for a critical survey and an evaluation of the project. Their recommendations, plus the basic philosophy which had guided the Camp Commission from the start, brought about the inauguration of the all-year school camp.

Let us look at what has evolved from these months of experimentation.

The camp has become a well-established set-up. In the Civic Center building in San Diego is the office of the Camp Commission, headed by the Camping Director who meets with the Commission and is in turn responsible for the total program of camping education in San Diego County. At Camp Cuyamaca resides the Director of the camp and the permanent staff of approximately 15 adults. This number includes a registered nurse, two cooks and a kitchen helper, two maintenance men, and a group of nine counselors who are responsible for cabin groups and direct the various activities.

Adequate leadership, which is so often our major problem in the summer camp, is even more of a problem in the all-year camp. The all-year camp is too new a development for many of our camp leaders to think in terms of camping as a profession. If the school-camp movement is to grow, how important it is that serious thought be given to the source and training of its leaders! The physical demands of year-round camp life are tremendous: long hours, physical inconveniences and an ever-active program. Add to this the complete lack of social contacts and recreational life for the staff during the five-day camp week and the fact that the situation is not ideal which demands that a married counselor be separated from his family five days out of each week. One can see why many adults would not be interested in undertaking such an assignment.

On the compensating side of the ledger are the personal satisfactions which come to a leader who heartily enjoys camp life and

San Diego Schools

By Esther Bristol

Former Assistant Director, Camp
Cuyamaca, San Diego County, Calif.

likes to work with children. Staff salaries measure up well with average salaries of like professions. Civil Service ratings for counselors are now being established by the County and this will help to provide certain securities which we all seek.

What of the campers? Who comes to camp? How is it arranged? How much does it cost?

Adequate interpretation of camp life and the camp program is obviously a major task. To "sell" camping education to a community — to school administrators, to parents, to teachers and even to would-be campers, is an endless, all-demanding job. Much work has yet to be done in these areas of pre-camp interpretation and post-camp follow-up. A steering committee comprised of elementary school principals is proving most helpful in the shaping of policies and the making of practical recommendations and evaluations regarding procedures.

Individual school districts have been encouraged to establish their own Community Camp Committee to include three to five members from both school and parent groups. This committee files formal application with the superintendent of schools, requesting that their school group attend camp on certain preferred dates. Arrangements for consultation are made through the Camping Director; he in turn meets the school groups and, whenever possible, with the teachers and parents who plan to accompany the campers.

At the start, fifth and sixth grades of City and County Schools were permitted to sign for an encampment. Only those youngsters who wish to come to camp are sent; there are no pressures put upon the group in order that the total classroom attend.



Photo Courtesy San Diego City-County Camp Commission

Since the camp is attempting to be financially self-sustaining insofar as possible, it looks to camper fees as its main source of income. Each camper pays a fee of \$12 for the five-day camp period from Monday morning to Friday afternoon. A pre-camp medical examination is required and transportation expenses to and from camp are incurred. These additional fees are sometimes taken care of by the school district rather than the individual camper.

What about the would-be camper who cannot pay the \$12? Efforts are being made in various districts to handle this problem. In some instances, welfare groups provide camp funds in limited amounts for needy campers. In other instances, the school district has worked out its own plan of finance for those who need help by the establishment of a camp fund or a revolving fund, wherein loans are made to needy families.

Undoubtedly, there are still many youngsters who cannot come to camp because of the fee. But just as frequently children do not come because of parental lack of interest or refusal to let them leave home.

What happens to the classroom during the week in which a portion of the pupils is at camp? Those who remain at school are usually absorbed into some other class group for the week. Reunification of camper and non-camp-

er groups within that room, after the week at camp is over, is a problem which must sometimes be faced.

And what of the teacher? She is encouraged to come to camp with her group. Her own spirit, enthusiasm and attitude regarding a camp experience bear tremendous influence upon the reaction of her group. She is not required to come but it is hoped that she will want to, that she will be alert to the values of camp and that by camping and doing and sharing this experience with her classroom group, she and they will gain much which will follow through for months to come.

While at camp, teachers are asked to participate, insofar as they wish, in camp activities and to assist with certain routines whenever they are willing. But all responsibility is carried by the paid staff. Some teachers prefer to live in cabins with campers; others insist upon their own private quarters.

In addition to the teacher volunteers, practically every group in camp is accompanied by one or more parents. These parents (generally mothers) assist, as do the teachers, with certain routine duties and participate in the camp program.

What of the camp program itself? What happens at camp? Is there definite tie-in with the school curriculum? Here, as with all other phases, the project is in

a formative, experimental stage. Activities are ever-changing, dependent upon weather, number of campers, camper interests and staff interests and abilities. But the philosophy of the camp program—its guiding principles are well defined:

1. Development of loyalty to the total camp. Through living together as a unified camp group, affiliation to cabin units and individual counselors is minimized to the greatest possible extent.

2. Development of group consciousness. Each individual must learn his responsibilities as a member of a group.

3. Elimination of all awards and competition in any form. The same opportunities are available for all, and there is therefore no need to "beat" the other fellow out of anything.

4. It is not "what we do" but "how we do it" that is important.

In thinking of camp program, therefore, one can see that cabin routines, the basic routines of living — getting up, going to bed, clean-up, mealtimes, quiet hour, etc. are fully as important as the so-termed "camp activities." For here the fundamentals of group life are most evident—particularly in a cabin group of 15 to 20 campers.

The activity program has evolved into a certain pattern which seems to allow considerable flexibility, variety and freedom of choice on the part of the camper. In the early part of the week, the activities to be offered are largely determined by the staff; later on, whenever possible, camper suggestions are added. A typical morning program might include the following activities:

East Ridge ramble

Outdoor souvenir collections

Animal tracking

Fires and outdoor cooking

Indian plants and foods

In the afternoons the offerings center around activities such as:

Creekbeavers (there is no swimming pool)

Native artcrafts

Nature crafts

Pioneer and woodcrafts

Thus the campers may work with the clay which they gathered that morning at the Indian clay bed — or they may make a whisk

broom out of manzanita wood and pine needles which they collected on their outdoor souvenir wander.

Camp fires are held nightly (outdoors when weather permits) and camper participation is encouraged. Within the five days, one cookout is planned and an all-day out-of-camp exploration trip to Stonewall Peak or to a deserted Indian Village is scheduled.

Sign-up for activities is made within the four living cabins. All camp activities are co-educational and not more than four campers from each cabin sign for any one activity. This results in five fairly small activity groups, each of which includes an almost even number of boys and girls. Within the five-day period, each camper has several opportunities to participate in the activity in which he is most interested.

What of the winter program? Since the camp is located at an elevation of approximately 4,000 ft. above sea level, there are many days and sometimes entire weeks of rain or snow. Adequate winter clothing for most campers is a problem, since few of them are equipped for such weather. It is hoped that certain basic outer clothing can later be furnished by the camp, so that outdoor activities can continue in spite of weather.

In the meantime, a wet weather schedule has developed — one which seems rather adequately to satisfy the demands of a camping experience. A typical rainy day program might read:

Morning:

Folk dancing

Rustic crafts

Pioneer crafts

Sketching

Games

Native artcrafts

Afternoon:

Native artcrafts

Nature crafts

Wickiup

Paper crafts

First Aid

Dramatic activities

Freedom of choice, plus a constant variety of activities, help to make a rainy day fun, adventure-some and meaningful.

Does the camp program attempt specifically to tie in with the school curriculum? So far, only the beginning steps have been taken in this correlation. Closer unification is needed. Camp and school plan to work closely together in order to better clarify "those things which may better be learned in a camp situation." At present the camp attempts subtly to emphasize through exposures and various motivations, those areas of subject matter which the school groups are at that time studying in the classroom, be it trees, or rocks or birds.

There are many ways in which this closer correlation might be developed. For example, camp and classroom might well work together on a banking project. Trade Winds is the trading post at camp. Here soap, shoelaces, stamps and other utilitarian articles may be purchased. But instead of money being paid over the counter, the banking system is used. If a camper has deposited a dollar in the Trade Winds

(Continued on page 25)



Youngsters returning with their haul from a typical nature study ramble.

Fun Around the Campfire

Part II - More Games for Campfire Programs

By A. H. Wyman

Sherwood Forest Camp, Troy, Mo.

Type 2 - Stunts and Contests

Description of Event	Properties
1. Match Boxing Each is given a penny box of matches. Game is to open box, light match, blow it out, put back and close the box with one hand.	4 penny match boxes
2. Spaghetti Cup Change spaghetti or beans with fork from a plate into a cup on top of head.	4 paper plates 4 spoons 4 cups 1/4 lb. wet spaghetti
3. Peg Placing From starting line, place hand out on floor and reach with chalk as far as possible, make a mark, then push back to standing position without losing balance. Try to make farthest mark on floor.	Chalk line and 1 piece of chalk
4. Hanky Hockey Opponents with hockey sticks force handkerchief back and over opponent's goal line.	1 handkerchief or rag 2 hockey sticks
5. Annie Oakley Throw different size balls at targets over shoulder by using mirror.	4 different size balls 1 mirror back stop with holes

Type 3 - Games of Skill

Description of Event	Properties
1. Ring Toss (with swords) Partners work together. One throws rope circles with swords and the other catches these circles on swords.	4 sticks 1/2" in diameter
2. Ring Toss (with cardboard discs) Partners. One throws by hand and the other catches on a stick.	4 sticks 10 card discs
3. Disko Discs are shoved by hand or scooted along the floor into scoring space like shuffleboard.	8 6-inch discs
4. Rodeo Straddle a broomstick. Spear potatoes with sharpened stick one at a time and return to box.	4 broomsticks 4 spears 4 boxes 12 potatoes
5. Ring Cover Five pieces of sheet tin or cardboard in 4-inch circles—Try to cover an eight or six-inch circle.	5 4-inch sheet tin circles chalk an 8-inch circle
6. Deck Tennis Serve and catch with one hand. Return over five-foot line before taking step. 15 point game.	1 rubber ring 1 10-foot rope net

Type 4 - Funny Track Meet

Description of Event	Properties
1. 100 Inch Dash Wind 100 inch string on finger without assistance of other hand. Four contestants.	4 100-inch strings
2. Hurdle Race. Practice over objects in lanes on the floor. Blindfold contestants, then remove most of the obstacles.	A few odds and ends, such as bottles, small boxes, potatoes, etc.
3. Standing High Jump Jump. Paste sticker for height against wall. Highest wins.	Gummed stickers
4. Potato Race Push potato across floor with match or spoon, etc.	4 potatoes 4 sticks
5. Discus Throw Throw paper plate as discus; or, lying on back, throw plate with feet over head.	paper plate
6. Javelin Throw Throw soda straws, tooth picks, etc. through rolling hoop.	4 straws or sticks 1 hoop
7. Bean Race Drop beans in bottle from standing position.	4 milk bottles 25 beans
8. Jacks Count Ten Throw cards (from deck) into hat six feet away.	Deck of cards 1 hat
9. Can't be Done Sit on tin can with feet extended one on top of other. Thread needle.	Tin can needle and thread

Type 5 - Progressive Games

Description of Event	Properties
1. Potato Toss Toss and catch potatoes on fork.	1 fork 4 potatoes
2. Forward Pass Sail plate through a hanging hoop.	paper plate hanging hoop
3. Ball Bounce Bounce ball over chair into pail.	1 basketball 2 chairs 1 pail
4. Target on floor Toss darts into the air to land on floor target.	Darts Marked target on floor
5. Ring Toss Ring the legs of an upturned chair.	4 rope rings 1 chair upturned
6. Ring the bottle Throw rubber jar rings over neck of bottle.	1 milk bottle 4 rubber jar rings
7. Funnel catch Bounce ball against wall, catch with funnel. Best out of five wins.	1 funnel 1 tennis ball
8. Bottle Drop Kneel on chair and drop clothespins into bottle.	1 milk bottle 5 clothespins

Democracy

Begins in

Your Camp

By William Van Til

Director of Learning Materials of the Bureau for Intercultural Education

RECENTLY I have been working on the editing of a yearbook of the John Dewey Society, edited by William Heard Kilpatrick, titled *Intercultural Attitudes in the Making*. There are two points which run through chapters written by different authors which are relevant to people in the camping field.

These authors are saying that one of the best ways they know of to build democratic human relations is to have youngsters of varied groups working together for common purposes. What a realistic setup you have in camp to get groups working together, not just rubbing elbows, but working together actually for common purposes which they regard as fundamentally important, and getting to know the other person as a human being and an individual, in that enterprise, whether it be blazing a trail or a woodcraft project, or whatever it may happen to be!

That, it seems to me, points the way for camping.

The second thing that these authors keep saying over and over again is that we can do a great deal to build decent human relations if we help young people to find some adult in whom they can believe and trust. And from all I know of camps and from all I know of counselors, what a beautiful opportunity there is in that informal situation for the youngster—whether he be of a persecuted minority or a very well adjusted child, or whether he be a person who has traces of bigotry within his make-up — what a chance to offer him someone to whom he can belong, to

give him security and faith in himself and assistance in the problems he is running into!

It seems to me the big question is, can camping play an important part in the building of democratic human relations? And to that question I say, "yes, if..." In fact, I say two "yes, if's."

The first one is, yes, if camping recognizes the importance of working with a variety of individuals of a variety of cultural groups and economic levels and backgrounds, if it recognizes the importance of the purposes of the youngsters who make up the camp, if it deals with individuals instead of a whole mass program. In that case, yes, there is a terrific potentiality in camping.

If, on the other hand, camping follows the pattern of mass camping, a program which simply reflects old and timeworn traditions, a program which is heavily laden with busy work so that people get tired enough to sleep at night, or a program which does not consciously take advantage of the varied people and the varied elements who make up the camp, then the door is not readily open for camping and democratic human relations.

I think the second "yes, if," in answer to the question of whether camping can play an important role in the building of democratic human relations, is, yes, if those camps which are addicted to this particular difficulty overcome the camping version of segregation and discrimination, because segregation and discrimination are not something confined to the Nazi sphere and really not even something which we can relegate to

any one section of the United States.

There are camps in the United States where no Jews need apply. There are camps in the United States where youngsters of a particular social-economic level are continually grouped with no view toward what we might term cross-fertilization, no opportunity to know anybody else save youngsters who belong to that particular economic strata. There are camps where the very thought of the admission of a Negro camper to the lists would send chills up and down the spines of people.

It seems to me if we are going to talk turkey, if we are going to mean anything, when we use our words "democracy" and "democratic human relations," we had better take a pretty careful look at whether we are doing everything we can toward helping people of varied cultural groups to come together and work together and learn to know each other as human beings. Certainly, we must not be satisfied to sit back being proud that segregation or discrimination never soils our particular skirts or coats.

How can we work with other peoples throughout the world, and build what we talk of as a decent and peaceful and safe world, until we look at and work on the problem of being able to live and work and play with all kinds of people right here at home?

That is just another way of saying that what this boils down to is simply this: Democracy begins at home; democracy begins on your block; democracy begins in your camps.

(Abstracted from a paper presented at the New York Regional Convention of ACA, New York, March 13-15.)

Right: Head table guests at banquet of Southwest Convention

Below: Julian Salomon, Camp Consultant, Girl Scouts National Headquarters, New York, addresses dinner guests



Photos Courtesy Foto Service



Two ACA Regionals

Southwest Convention Report

By Jeanne E. Finnup

THE FACT that "It's hard to get a camper down" was proved by the great success of the Southwest Convention of ACA held at Hotel President, Kansas City, Mo., on February 27 and 28 and March 1. In spite of snowy skies, 250 participants in the convention came with high spirits and gay hearts and left with the feeling of having gained knowledge with which to develop the future of camping as it is related to them in their particular field and program.

In the keynote address given at the opening luncheon H. Roe Bartle, Chief Scout Executive, Kansas City Area, Boy Scouts, stated that "camping is a challenge to peacetime America." Mr. Bartle's speech was constructed with positive and thought-provoking clarity. He said that camping must adapt itself to an America that spent billions for war and now must decide whether or not it can spend billions for peace. Camping must realize that it, too, is a part of the atomic age.

Camping exists in a country where, especially since the war, people have developed the "something for nothing" attitude. There-

fore, camping, to prove its value, should help rectify these false attitudes which negate diligence and promote ways of thinking dangerous to the American way of life. Democracy today needs intelligent, unselfish, strong leaders. Camping can help in no insignificant way to train these leaders. For democracy in action has its best chance of working in camp, provided there is intelligent and objective direction on the part of counselors and directors. "Plastic clay, youth today. Leaders on the morrow."

In concluding, Mr. Bartle listed the three kinds of people who today live in the world and in our America. They are (1) the parasites — "What's yours is mine, what's mine is my own"; (2) the honorable—"What's mine is mine and what's yours is yours—period!"; (3) the truly charitable—"What's yours is yours and what's mine is mine and you can have it if you want it and need it."

"America needs revitalizing," said Mr. Bartle, "and through good camping on a large scale, the right kind of new life can be reinstalled."

The conference workshop

groups all met in the private meeting rooms of the Kansas City Municipal Auditorium. The first, "Improving Camping for Older Campers," was led by Miss Harriet Dively, Supervisor, Region Four, Camp Fire Girls. Discussions centered around these topics: (1) Basic needs and desires of older campers; (2) Types of program desirable for older campers; (3) Principles of program planning and (4) Program content.

Mr. Alfred Wyman, Park and Playground Association, St. Louis, Mo., was leader of the workshop group on "Developing Camp Standards." Standards were grouped in four areas; Program; Health, Safety and Sanitation; Administration; Organization and Staff. "A formulation of standards will virtually furnish us a manual on camping," Mr. Wyman said, "and we had better formulate our own standards before they are set for us."

"No camp can be better than its leadership," stated Mr. J. A. Cheley, Director of Cheley Colorado Camps and leader of the workshop on "Extension and Im-

(Continued on page 14)



Left: Section of Pacific Federation Board Luncheon Guests

Below: The old and the new. Bob Gould (left), past President, congratulates George Miller, new President 1947-8



Photos Courtesy Jean Cross Photographics

Draw Eager Members

Pacific Federation Report

By Hazle M. Chapman

FROM ARIZONA to Montana, from Washington to the Southern boundary of California, came members of the Pacific Camping Federation to the ACA Regional Conference at Gearhart, Oregon held March 4-7, 1947. Each section of the association and each individual member had had an opportunity to contribute to the planning of the program, which made for a unity of purpose and a clear-cut realization of our objectives. Spring weather on the Pacific Coast displayed its various moods and fitted in well with our plan of concentrated work, three days of program in the middle of the week and travel or play time during both weekends. People seemed to go away with convictions confirmed, pathways cleared, more sharply defined horizons and a sense of moving together towards a goal shared by everyone else in the camping field: a deepened awareness of not only the need of conservation of our forests but of human energies and of souls.

The conference was prefaced by a meeting of the program committee, the findings committee,

panel participants, leaders and recorders of discussion groups in order to insure a common terminology and 100 per cent participation. Our speaker at the kick-off dinner, Mrs. Buena Mockmore, Dean of Women, Oregon State College, set the tone of the Conference with her statement: "Camping is education (drawing out being the true meaning of education.) Camps should contribute to the child's sense of belonging, sense of adequacy, sense of proportion in life and chance to be accepted by an adult. A continuous experience in camp can help lead a child from dependency, thence to the interdependence of adulthood." She suggested that "a camp director as a destiny maker does not need to lead with a club but rather with a lantern in the hand."

At the Tuesday evening General Session members were given the conference plan with an opportunity to suggest desired additions to the program. At this session Reynold Carlson, Nature Specialist for the National Recreation Association pointed up "Seven Priorities in Camping" as recommended by the ACA Work-

shop at Oconomowoc last October. At another General Session, while discussing some of the underlying values in camping, Mr. Carlson made this pertinent statement: "Within the camping technique lies the possibility of revitalizing the whole American educational system."

It was a thrill to see this conference group roll up its sleeves, and, on the subject of "Desirable Practices in Organized Camping," come to some definite recommendations. After an interesting panel, discussion groups were held in the morning and the afternoon where reports were submitted by each section, discussed, correlated into a set of desirable practices, and recommended by their able chairman J. Onis Leonard to the business meeting of the conference for acceptance. These standards are to be put to the test of practice in each camp this summer, to be evaluated by sectional standards committees and by the National ACA Standards Committee, and then with other Regional recommendations studied and presented to the 1948 National Convention as "Desirable Practices in the American Camping

Association." It was also voted that sectional committees on standards give serious study during the coming year and at the 1948 Convention to the problem of best methods of making effective these desirable practices.

At the Wednesday evening General Session Mr. and Mrs. Herbert Crisler, exponents of a way of life in the out of doors, gave an educational lecture film in color—"The Living Wilderness." Along with showing the practical techniques of living out of doors in the Olympic Mountains, this truly great picture gave the conference group an exciting and inspirational view of a complete web of the living wilderness including animals, birds and the grandeur of the scenery.

Thursday was a good day for counselors. There were round tables on Kamping Kinks: "What makes a good counselor?" school camping, legislation, insurance, camper groupings. These were followed in the afternoon by "How Lobbies" on waterfront; nature lore; campcraft; dramatics; camp layouts; sanitation, safety and health; and education through visual aids. Out of these came several group recommendations; i.e., preference for decentralized camping rather than mass, opportunity for collective thinking by counselors, division of campcraft activities into small units (campcraft should not be lost sight of no matter how complex a camp's organization becomes), consciousness through naturecraft of the interrelationship of nature facts and familiarity with the camper's own environment, dissemination by a Legislation Committee of the ACA to the sections of information as to current legislative action in the U.S. and provision for a workshop on legislation.

A business meeting of the Federation was held in the afternoon at which time each section presented "Highlights" of their accomplishments and plans. The following officers elected at the conference were introduced: President — George Miller, Boy Scouts, Phoenix, Arizona; Vice President — Julian P. Hargrove, Columbia Park Boys' Club, San Francisco; Secretary-Treasurer—

Harold Davis, Y.M.C.A., Portland, Ore.; and Historian — Fredrique Breen, Y.M.C.A., Richmond, Cal. At the Thursday evening General Session, in speaking of "Group Living in a Camping Situation," our new president pointed significantly to the fact of our job as camping leaders: "first, a little leading by the hand; second, a little walking by the side; and, finally, guidance from afar."

Friday morning kindred agency groups met, followed by a General Session where our new ACA President, Mrs. Carol Gulick Hulbert, stressed the fact that "We are the ACA!" In answering the question "Why an ACA?" she set forth the challenge of "service through leadership in the camping field, and the necessity for cooperative effort in publicising the camping movement." Miss Thelma Patterson gave a picture of the growth of the association and the sincere effort being made to have all policy-making groups well represented from the "grass roots."

Reynold Carlson closed this last conference session with glimpses of where we are going in camping—"our attempt to increase out-of-door experiences for more than 5 per cent of the children is resulting in growth of camping for schools, for handicapped children, for religious groups, for 4H Clubs, etc. Allied organizations and other groups are increasing their numbers who are actively participating in camping such as conservation groups, work camps,

caravan camps, state parks. Our main concern is: what can we do in the field of camping for the children in this country and the world?"

It was toward this objective that a group of Pacific Federation ACA members amalgamated in three days from a heterogeneous group of people, friends, acquaintances and strangers into a single thinking, planning, creating unit and together achieved their ambitious slogan of "Destiny Makers."

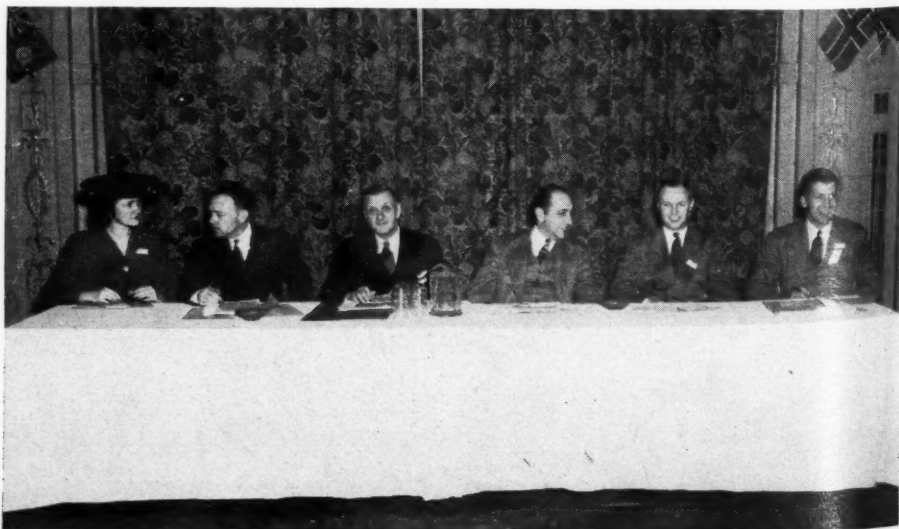
Southwest . . .

(Continued from page 12)
provement of Camp Leadership." "We need more good leaders for camps everywhere. We need to know what we are trying to do. Some of the objectives of camping are spiritual development, health, safety, attitudes, appreciation of the outdoors, understanding and dealing with the individual child as an individual, democratic living, a well-rounded camper, fun plus, the attempt to develop initiative, sense of responsibility, reliability, character building, to give consideration to international and intercultural development. In order to gain these, our objectives, each camp must have an intelligent and workable plan for the selection and training of counselors. This will result in good leadership."

Mr. William Riback of the National Jewish Welfare Board in Chicago and leader of the workshop group that studied Techniques for Group Work and Edu-

Southwest Convention Workshop Leaders

Photo Courtesy Foto Service



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cation in Camping stated that one of the major objectives of camps is "the total development of the personality and attitude to meet life situations," and further, "If we meet human needs, the recognizable product would be termed fun."

The fifth workshop group was led by Mr. Reynold Carlson of the National Recreation Association in Chicago who guided the discussion on "Getting More Real Camping into Camps." Real camping was defined as an "enjoyable life with others outdoors with a minimum of permanent equipment, utilizing the natural resources around us, and sharing the work and responsibility of pioneer life."

It was suggested that ACA might stimulate this type of camping experience by emphasis at section meetings, training courses, bulletins, articles, etc.

Mr. James Ellenwood, YMCA Secretary for New York State was scheduled as guest speaker at the Convention Banquet on Friday, February 28. However, because weather conditions prevented his arrival, Mr. Julian Salomon, Camp Consultant from the National Girl Scout Headquarters, gave his address scheduled for the closing session of the next morning. His topic was "Development and Maintenance of Camp Facilities."

A very special feature was the Campfire Jamboree the first night of the convention. The party was held in the ballroom of the hotel and the spirit so typical when campers get together prevailed the entire evening, which terminated with group singing around a big campfire.

The local Kansas City councils and staffs of Camp Fire Girls, YMCA, YWCA, Girl Scouts, Private Camps, Church Camps, Neighborhood Houses, Public Recreation, Salvation Army, etc., played host to their own out-of-town visitors at private meetings and dinners during the time especially set aside for this purpose. This plan proved very successful.

That "Camping is a Challenge to Peacetime America" was fully agreed upon by all who attended the Southwest Convention of the ACA when they left, if they had not been previously convinced.

Control of Insects



By *Duncan E. Longworth*

Vice-president, Insect Control & Research Corp.

Part II

IT IS MY purpose in the second part of this article to outline a general plan for **pre-ventive** insect control for a typical summer camp. Before I do, it may be well to consider some of the common domestic insects, recommending a good insecticide and method of control of each. I am not recommending any company's insecticidal compounds or equipment, but rather will consider the basic insecticides which do the killing. Anyone who purchases insecticides in any amount should learn to read the label for a statement of the contents and percentages thereof, and purchase accordingly.

Houseflies. Probably the most troublesome, particularly around the kitchen and dining halls, is the common housefly. This can be controlled by the constant use of space-control methods, using fly sprays or aerosol bombs, or by proper application of residual DDT, which methods were described in an earlier issue. ("Control of Insects," *Camping Magazine*, April 1947.)

Mosquitoes can be controlled indoors by the same methods used for housefly control, and at the same time. Mosquitoes which attack outdoors are generally different types from those found indoors, and require a combination of methods to control. Repellents will afford personal protection, but to kill such insects one should first proceed by eliminating all actual or potential breeding wa-

ters of the mosquito. This is possible, usually, to a limited extent only; however, much relief can be obtained in the immediate camp area by the application of five per cent DDT petroleum base spray applied to the surfaces of buildings, rock walls and places of shelter which will not be damaged by the spray. From one to two and one-half per cent DDT wettable powder, dissolved in water, can be sprayed on tree trunks, bushes and vegetation upon which mosquitoes rest when not in flight.

Cockroaches are more resistant to all insecticides than other domestic insects and require a thoroughness of application beyond that which is usually given. A good five per cent DDT petroleum spray is most effective sprayed on the undersides of sinks, shelves, along baseboards, walls and particularly those sections of the building where the roaches are laying their eggs. DDT 10 per cent dust is effective and less poisonous to humans and pets than is sodium fluoride, a common roach poison, and lasts longer. The dust should be blown into harboring places of roaches with dust guns, remembering that penetration into the cracks is most important. A combination of dust and spray may be used for increased results. In any case, a week or more may elapse before any marked reduction in roach population is noted. Judge the effectiveness by the number of dead roaches, not the live ones, and

eventually, if the application is well done, the roaches will disappear. Remember that continual reinfestation is common, especially in the south where the roach can live outdoors. Re-treatment may be necessary, but in northern camps a proper application at the beginning of the season should practically eliminate all roach problems for that year.

Silverfish have the same general habits as roaches, although are more apt to be found in bedrooms where they feed on some types of cloth and paper. Control with the same insecticides and general methods as used against roaches should give satisfactory results.

Bedbugs are very susceptible to DDT and a five per cent spray, made of a highly refined, clarified and deodorized petroleum base, properly applied to beds, mattresses, baseboards and similar places of harborage, will give control for six months.

Fleas. Where there is a flea infestation, a high degree of control can be attained by dusting the infested premises with 10 per cent DDT dust, paying particular attention to the sleeping places of any pets. A light sprinkling of the floor should be made and the powder swept back and forth to distribute it into the floor cracks. Leave the dust down several days. If rats are the source of a flea infestation, the powder should be forced into rat holes with a stirrup pump and sprinkled liberally on rat runs. Rats will pick up the DDT on their fur and the fleas will be killed. If a dust is undesirable, a five per cent DDT spray may be applied to rugs, furniture and sleeping places of pets.

Ants are a constant source of annoyance in many places. All of the more common species enter from outside; they may be controlled by treating the points of entrance with a five per cent DDT spray. Finding the source of entrance is no easy task and if that cannot be accomplished, ant runs in the building can be sprayed.

Sandflies and gnats are so small they can pass through ordinary screening; however, their annoyance will be lessened by treating screening with a five per cent DDT solution in a heavy petrol-

eum oil base. Outdoors, their numbers can be cut or almost eliminated by the same treatment recommended for the control of mosquitoes.

Blackflies, a severe problem in some mountainous regions, can be controlled similarly to sandflies and gnats.

In outlining a general plan for **preventive** insect control at a summer camp, I will assume that the insect problems are many and varied and include all of the insects we have discussed. All of these insects may not be an immediate problem, for some may be seasonal, but from our past experience, we can expect that in a normal camp year, we will have difficulties during part of that time from each.

My basic plan is based upon the use of residual-acting chemicals and for our toxicant we will use DDT, that being the most developed as of this date. Indoors, I would use a five per cent DDT solution in a highly-refined petroleum base, clarified and deodorized so that no objectionable odors or discoloration of furnishings will result. To prevent any infestation of houseflies, mosquitoes, cockroaches and ants in all kitchens, food storage rooms, dishwashing rooms and pantries, I would apply a wet spray to deposit a film of DDT crystals over the surface of all rafters, hanging lights and cords, ceilings, projecting room corners, shelves, inside and outside of all cupboards, floor cabinets and the underside and legs of all tables, workbenches, meatblocks and sinks, around door trim and windows and the screening thereof, and such other places as inspection reveals insects are resting or harboring.

Dining halls, lounges, serving rooms and porches would receive the same treatment and, in addition, I would spray the outside of screens and screen doors, woodwork around entrances, bannisters and, in particular, woodwork adjacent to kitchen doors, including stands upon which disposal cans are kept. In the kitchen, I might supplement this by dusting 10 per cent DDT powder where heavy cockroach infestation indicates the need.

Sleeping quarters should have a residual coating of DDT applied by the same spray method to the inside and outside of all screens, woodwork on inside and outside of all windows and doorways, light fixtures and ceilings where needed. I would treat mattresses, partitions, baseboards and cracks in board walls adjacent to beds for preventive bedbug control. Bureau drawers, closets and curtains should be treated for silverfish and moth control.

This residual treatment would be my basic plan for all buildings including recreation buildings and buildings occupied by employees. As I pointed out before, I would not expect to keep insects out, but understand that they will come in as usual, to be killed shortly thereafter. There will be occasions, when for some reason, I want an immediate kill of the few flies present in the dining hall and do not want to wait for the residual action to take effect. For such occasions, I would have on hand some Grade AA quality fly-spray and a good spraygun, or a few aerosol bombs which, after closing all doors and windows in the room, I would use to give an immediate knockdown of the insects, waiting five to 10 minutes before ventilating the room.

Outdoors, I would use petroleum base DDT, the same material I applied inside, to the frame and walls of the leese side of buildings and to other natural resting places on which I had observed gnats and other insects alighting. If there are stone or brick walls, I would give them the same treatment. I would similarly treat shelters or lean-tos at campfire sites and by tennis courts and other sports areas. This would kill insects resting in such places from the midday heat.

I would apply a one per cent DDT wettable powder to tree trunks, bushes and foliage adjacent to all buildings, and to brush for a depth of 50 feet in the woods on the windward side of camp, and also to brush immediately adjacent to any normal breeding places of mosquitoes and flies. Stables would be sprayed with a two and one-half per cent wettable powder, applying it on the

(Continued on page 27)

Develop Their Creative Ideas

By Marion Trowbridge

Part II

A POPULAR, inexpensive group of camp crafts may be classified as "Rustic Crafts."

However, such work may become junky and of little art value unless carefully guided. A group of campers on a hike could be encouraged to find stones suitable for paper weights. A camp symbol, an Indian design or a monogram painted in enamel might be a fitting decoration; the stones should be felted on the bottom.

Birchbark is always a fascinating material with which to work. Campers should be taught to gather it from cut wood or fallen trees, and not to harm a growing tree at any time. Canoes, birdhouses, baskets, etc., may be fashioned any size, depending on the bark. This craft is often very well done by Indians in various sections. Perhaps an Indian could be invited or hired to come to the camp and teach how it is done, or perhaps a group of campers could be taken to observe the Indians in their native haunts.

A pair of bookends may be made from a log about four inches in diameter. Saw the top surface on a slant, flatten the back, hollow the bottom and fill with gravel for weight, then seal the bottom and cover with felt. A door stop may be similarly made if weighted heavily enough. Commercial unfinished book-ends may be decorated by pounding a design in small nails on the surface, then staining. Boys especially like to pound nails and it is a good means of teaching spacing, accuracy and neatness.

Whether you have a kiln or not, campers always enjoy creating in clay. Perhaps there is a clay deposit on the lake bottom not too far from camp which could be found and worked; or clay of many kinds and colors can be purchased dry or wet.

Figurines of all kinds are fun to make from clay as are dishes, bowls, etc. Although they are

easily broken if not fired, they may be painted and shellacked instead or glazed. If you have a kiln, you are very fortunate; you can fire and glaze for permanency.

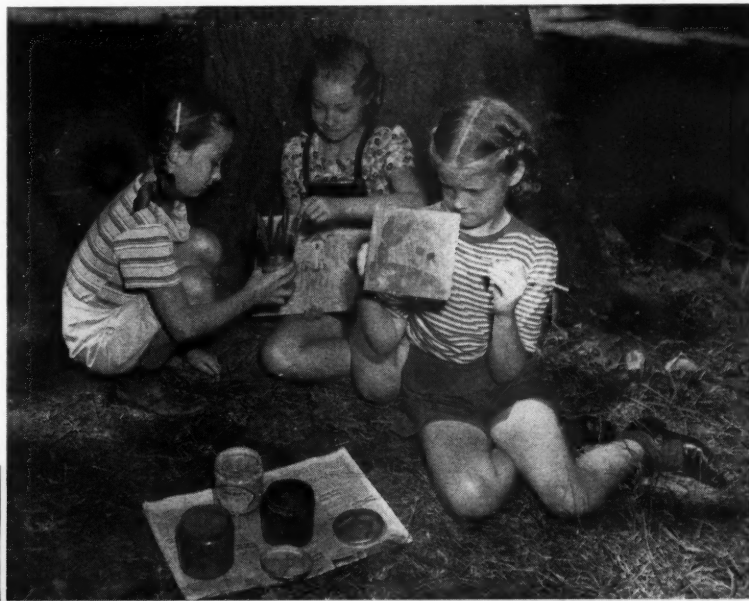
On a nice, lazy day, campers, especially boys, may enjoy whittling. All that is needed is a jackknife and a good piece of wood. Figures, birds or something as simple as a letter opener, may be whittled. The important thing is that his piece of wood will turn into something of his own.

Papier mache is creative. You start with newspaper, starch and an idea. Your campers may make a mask, an animal or figure (clowns are awfully good) or

even an airplane. Tempera paint will transform the newspaper shape into a lovely colored form.

All small boys and some girls like to make kites, boats and planes. Their interest may be encouraged by furnishing them with kits for making the above. I say kits because that is, no doubt, the easiest way to get all the supplies they need before them at one time.

Resourcefulness can make the common tin can a thing of beauty. Buy some tin can covers — the kind used for home canning. These may be pounded into molds to make ash trays. When pewter and copper are scarce use the can covers. They will not take etching, but may be enamelled or have



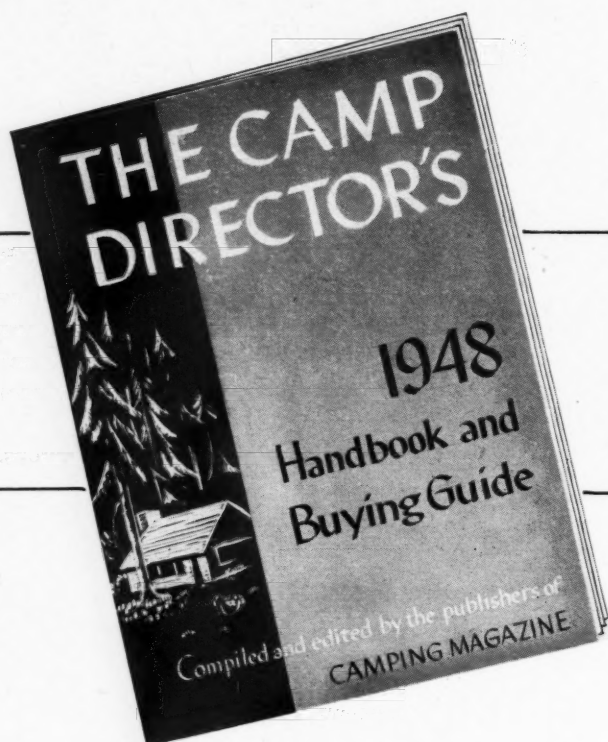
Photos by Photo-Art, Courtesy Margaret Milliken, Oregon Section ACA



Top: Young artists at Mt. Tabor Park Day Camp, Portland Ore.

Left: Girl Scouts at Camp Wildwood, Portland Ore., find that learning to weave takes time and patience

Coming Soon!



A VALUABLE BETTER CIP

Six years of war and reconversion badly upset Camp Directors' methods of purchasing and sources of supply. You had to take what you could get, from whom you could get it. But now, suppliers are getting ready to serve you better than ever before. Old firms are adding new items to their lines; new firms are entering the camping field.

Now is the time to broaden your sources of supply, shop carefully, compare values, buy discriminatingly. To help you do this is one job of **THE CAMP DIRECTOR'S 1948 HANDBOOK AND BUYING GUIDE**, now being compiled by the editors and publishers of Camping Magazine. Read below about this and other jobs it will do for you; then order your copy of this important aid to better camping!

1 The Buying Guide Section will contain a complete list of equipment and supplies offered by hundreds of suppliers serving camps from Maine to Miami, from Long Island to Los Angeles. Names, addresses, brand names and products are all indexed in easy-to-use alphabetical listings.

Nearly 300 different items needed in camp operation are included. The Buying Guide will serve you daily throughout the year; every time you want to know quickly, conclusively—"Who Makes What?"

2 The Handbook Section has another big job to do in helping you give Better Camping to more children. It is crammed full of camp reference material—contains the answers to hundreds of questions which come up daily in camp planning and operation. Questions on programming, leadership, health and safety, camp administration, layout of recreational areas, etc., etc. You'll reach for it time after time, keep it at your fingertips throughout the entire year.

NEW TOOL TO HELP YOU GIVE CAMPING TO MORE CHILDREN!

THE CAMP DIRECTOR'S 1948 HANDBOOK AND BUYING GUIDE

will be published in the fall, just in time to help you with your planning and purchasing for the 1948 season. Publication price of the Handbook and Guide is \$2.50 per copy. But you may have your copy for only \$1.75, if you will help us in these two ways—

Place your order NOW, before the issue goes to press, so we can avoid printing more copies than are wanted;

Send your check with your order, thus saving unnecessary billing and bookkeeping expense.

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Fill in and mail the order blank NOW, before **THE CAMP DIRECTOR'S 1948 HANDBOOK AND BUYING GUIDE** is printed, to get the special low pre-publication rate.

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a design stamped along the rim. Tin cans made into flower pots, with rolled edges are useful, economical and have good design possibilities. Use enamel to decorate the tin.

Block printing with linoleum is a splendid craft for older girls. It can many times be used out of camp provided it is learned well in camp. I mentioned program covers earlier; block printing is one of the best means of making these. Monograms, designs or signatures may be printed on sta-

tionery. Luncheon sets are another favorite block print project.

There are many projects in weaving which may be carried out at camp. Rugs, mats, table runners, etc., woven on regular looms, are best for older campers, however it takes time and patience to learn to weave.

I find that projects which take less time are most suitable. Rugs may be made on frames instead of looms; campers may make their own frames, too. Hot-dish holders and hot-dish pads made

from jersey loops, string or raffia, prove successful and useful projects for young campers. They are easy to make but do involve color and manipulation problems. Belts may be made with yarn or beads on a small, simple loom.

Soap carving is a good project in times when the supply is adequate. Or plaster of paris may be mixed and poured into any size box, removed when hard and carved like soap—either in the round or in relief.

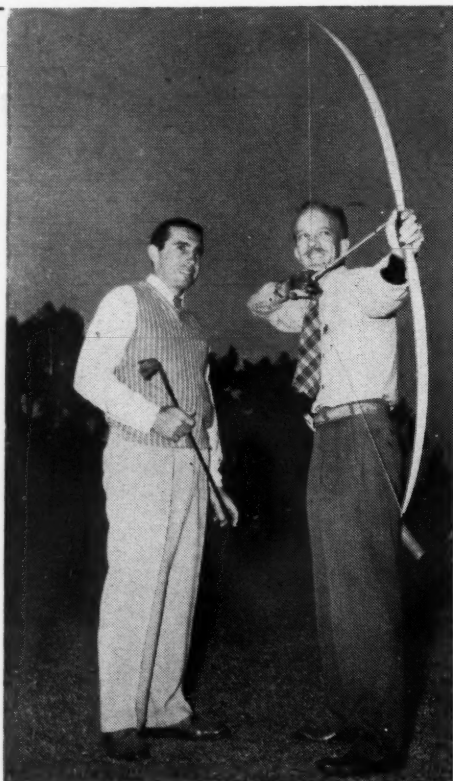
Gimp is a popular craft material. Lanyards, bracelets, belts, etc., are fine, up to a certain point. They are a good manipulative project but have little creative value. Discretion must be used; try to discourage campers from doing repeats. One of a thing should be enough, but encourage that the one be done carefully and without mistakes.

Boys like to saw. Coping saws can be used to create figures, animals, puzzles, tiles, etc. Introduce as much woodshop work as possible for the boys.

A craft exhibit at the end of camp has its justification. Objects look their best when well displayed, and campers may take more pride in what they have done if they see it so displayed. If parents visit camp the last day, they enjoy seeing results (the easiest way of measuring success, but not always the best.) An exhibit also gives counselors and director an opportunity to evaluate good and bad projects carried out during the season. And it is a wonderful way to clean up and leave the craft house in good order for another year.

Good books on all crafts may be found in libraries or purchased through supply companies in book or pamphlet form. It is well to have a few books at camp; they inspire the ambitious camper to go further.

Success in the craft house, as well as the camp as a whole, depends on how well all plans are made ahead of time. You must be several jumps ahead of campers at all times. Their success depends on your interest in them and their objects. Enjoy their experiences with them and the results will take care of themselves.



In the photograph, Pat Chambers, twice National Archery Champion and now a member of the Ben Pearson staff, demonstrates the relaxed method of shooting to Joe Robinson, professional golfer. The relaxed method is now the accepted technique—and holds most national records.

Archery is the Relaxation Sport

Archers as a group are famous for steady nerves and normal blood pressures. For archery is a true recreation—it is the relaxation sport. Tension and archery do not go together. The typical archer shoots for recreation. He shoots a few rounds at noon, or in the afternoon, and has more energy at the end of his practice than at the beginning.

This means that archery classes and clubs are truly recreational in character. There is a place in your program for archery.

You will find a Ben Pearson dealer near you, and you will be astonished at the beauty and inexpensiveness of the archery tackle he displays. Look him up soon. And, meanwhile, for help in forming an archery club, archery class, or installing an archery range, write Ben Pearson. We maintain an advisory service especially for that purpose.

 **BEN PEARSON** 
INCORPORATED
PINE BLUFF, ARKANSAS

The President's Page

By Carol Gulick Hulbert
President, ACA

Dear ACA Members:

May 2, 3 and 4 were very busy days for your Executive Committee, which had its first meeting at Oconomowoc, Wisconsin, at that time. There was full attendance by all officers and all seven chairmen of Standing Committees whose names and addresses appear in the front of the magazine. Mr. Harvie Boorman was elected temporary vice-president to serve until Mr. Ott's return from Germany. Full minutes of the meeting will be sent your Board Members.

The budget was discussed with great care. Our original program of increased camp membership fees was approved by a majority, but not by the $\frac{3}{4}$ vote required to change our by-laws. However, the principal objective of enlarged service met with general and enthusiastic acceptance. In your behalf the Executive Committee analyzed all the suggestions received from the sections regarding a membership plan and produced a new plan which reflects these suggestions. We believe this new plan answers most

of the desires for a sliding scale of membership fees. The following "Revised Schedule of Membership and Fees" is printed in full so you may have complete knowledge of our action in the matter. A copy of this and a "straw vote" has already been sent to all Board Members. A further revised schedule will be sent out for official vote in September.

Schedule for Membership Fees

Fee	Share		Description
	ACA	Section	
\$100.00	\$50.00	\$50.00	Contributing: For those individuals and organizations who wish to give the Association meritorious financial support.
50.00	25.00	25.00	Sustaining: For those individuals and organizations who wish to give the Association additional financial support beyond the standard classifications; for national agencies interested in the camping field.
25.00	15.00	10.00	Commercial: For commercial firms and individuals serving the camping field for profit.
25.00	15.00	10.00	Camp (group 1): For all private camps and others operated for profit and all non-profit camps of 800 or more camper weeks or whose Gross Income is \$12,000 or more; for other camps desiring membership in this group.
15.00	9.00	6.00	Camp (Group 2): For non-profit camps of 400 camper weeks, or the equivalent, or whose Gross Income is \$6,000 or more.
10.00	6.00	4.00	Camp (Group 3): For all other non-profit camps, either short term or longer whose attendance is less than 400 camper weeks or whose Gross Income is less than \$6,000.
10.00	6.00	4.00	Affiliated: For local non-profit agencies, associations, schools, and other public organizations interested in the camping field.
5.00	3.00	2.00	Individual: For individuals interested in camping—directors, staff personnel, counselors, board and committee persons, teachers, allied professional people and others.
3.00	2.00	1.00	Student: For student counselors and others interested in camp leadership who could be helped during a temporary training period by affiliation with the Association.

Committee members reported enthusiastically on the regional conventions. In view of this year's valuable and successful experience, the committee voted to continue the policy of regional conventions every other year. The committee also voted to accept the invitation of the St. Louis Section to hold its 1950 convention in St. Louis.

The committee to secure a new executive secretary is working faithfully and conscientiously, but

the "perfect" person has not yet appeared. It is important to have the right person, so please be patient. The attitude of the new Executive Committee is one of eager cooperation so I know ACA business will move forward in the interim.

A calendar of National ACA activities for the next two years was tentatively accepted. This includes a workshop on Leadership Training to be held at Oconomowoc in late October. If you are

interested, or if you have helpful suggestions, please write to Hugh Ransom, the new chairman of Leadership Training.

I need not tell you that the ACA cannot begin to render the promised enlarged services until it has an enlarged budget and that the success of this revised plan means success for ACA.

With very best wishes for a successful camping summer, I am
Yours sincerely,

Carol Gulick Hulbert



Photo Courtesy Joy Camps

A Camper's Best Friend

By Walter L. Stone

CAMPING provides a learning situation that is informal, social and creative and in sharp contrast to the formal, academic situation of the schoolroom. It provides the opportunity to develop a lot of interests and skills that give a child something to do, something to think about and to enjoy when school is out and work is through; and it also provides the opportunity for creative group education which is the hope of democracy.

As a means of education it is as old as the human race. It is learning by doing, plus the opportunity to evaluate that learning with a fellow camper who is more mature and who has gone that way before.

In this situation the camp counselor is the vital factor.

His purpose is to guide each camper through the camping experience in such a way that he develops to the limit of his individual capacities. This is accomplished not as a coach in the ac-

tivity-centered program or as a teacher of subject matter of interest to children in a child-centered program, but as a companion in a vital experience in living. To accomplish it the counselor requires a different kind of skill in leadership than is needed in either of the other two.

What does such a leader seek to do? What are the earmarks of the companion type of leadership?

First, the counselor must enjoy camping, and have a few camping skills, plus the urge to develop more of them.

Second is the ability to open up new horizons to campers from a single interest or activity.

In the third place the counselor is a cultivator of the social soil of the camp situation so that the personality of the camper may grow. As a close companion, the counselor is not an ordering or forbidding person, one who prunes the growing organism or ties it to stakes of arbitrary stand-

ards, but a gardener who cultivates the soil and lets the personality grow toward the sun of its own destiny.

Such a counselor knows that people act on the way they feel about things and persons rather than on what they know. Therefore, he gives close attention to the marginal learnings in each and every experience, for it is in the marginal learnings that attitudes are developed. These attitudes of outlooks and insights, appreciations and means of control are more important than any other learnings.

Fifth, the counselor lives with the campers in such a way that they learn to solve conflicts not by fighting, dominating or compromising, but by creative experience. In this way campers receive practical training in living in a democracy that respects the personality of all those living in camp.

Sixth, the counselor knows that moral responsibility is learned in the same way that a person learns to swim—by practice. It may be easier to scold children, to write moral essays for them, to preach to them, but moral responsibility is not learned that way. It is learned only through living and learning with adults in a morally responsible situation. To learn that freedom comes only through obedience to the laws of life—the cans and cannots of physical law, the oughts and ought nots of moral law and the musts and must nots of statute law, is a lesson that only experience with comradely adults can teach.

Finally, the counselor, as the most influential factor in the total camping experience, works with the campers and never for them in such a way that the campers develop self-direction, self-respect, self-control and an awareness of the interrelatedness of all mankind.

Camping provides the opportunity to get back to the natural type of education in which youth learns to deal practically with life situations and to adapt himself to them. This type of education calls for a new type of leader—a foremost companion in living in camp and in all that goes on in camp.

This World of Ours

By Juliette Meylan Henderson

Chairman, ACA International
Relations Committee

What is the responsibility of Camping in re-thinking its purposes, aims and objectives in the light of the present era? One of the conclusions arrived at during the Oconomowoc Program Workshop of the ACA last Fall was that "there is a responsibility and opportunity of interpreting a world-consciousness to campers and showing them what part they can play in the world community as well as in their own, local community." Wide and active interest in this subject is shown by letters, suggestions and projects which have been sent in to the Committee on International Camping of the ACA.

Study groups in the various sections of ACA during the winter and seminar workshops on World Citizenship held during recent regional conferences are bringing

forth ideas, new source material and creatively productive activities. One of the seminars reports the following: "It is evident from the thinking in this Convention that we are our brother's keeper and that Camping has a preponderant responsibility for preparing youth to understand and accept the obligation of a larger world citizenship. This workshop believes that this will be accomplished only when each camp makes an honest endeavor to meet the following criteria:

As camp directors let us ask ourselves some of these questions:

1. Is our camp set-up such that democratic living can take place effectively?

a. Is the large group broken down into small living units with leadership?

b. Are all members being made aware of their responsibility to and respect for all people?

2. Does our camp have a system of camper-counselor representative government?

3. Do we have the conviction that each individual should be duly respected without regard to any differences of nationality, race, religion or social background?

4. Are the program and organization such that they permit individual differences?

5. Do we consciously plan the staff to include individuals of diverse background from our own and other lands to enrich the leadership?

6. Is the camp living such that its members are being made aware of their citizenship in their own community and in the world?

The needs of children in all parts of the world are still very urgent for supplementary food, all types of clothing, bedding, camp and sports equipment, art and educational materials, books, rag dolls, animals and toys, pic-



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Name

Camp

Address

City..... Zone..... State.....

(Please enclose a sheet of your Camp letter-head—Thanks)

ture scrap-books and so forth. Names and addresses of groups working with young people in Europe and Asia, in addition to those previously listed in "Camping Magazine," are:

American Youth for World Youth, 35 E. 35th St., New York.

They Need You, 21 So. 12th St., Rm. 226, Philadelphia, Pa. A project to establish understanding between American and European Youth.

Avadi Center for Boys and Girls, Reddypalayam Village, Avadi Post, Madras, South India. Dr. Hedley Dimock is on the North American Committee. Camp Tonakela Committee, 222 Front St. E., Toronto, Canada. A well-equipped camp open to all groups. Conducted entirely by voluntary subscriptions.

Association Francaise des Camps Volants, 934 5th Ave., New York City 21. Youth Hostel project with accommodations for 4000 young people. Need is for food and funds to finance buying of camp equipment.

American Friends Service Committee, 20 South 12th St., Philadelphia 7, Pa.

Church World Service, 37 E. 36th St., New York 16, N.Y.

Fellowship of Reconciliation, 2929 Broadway, New York City 25. Furnishes addresses for person-to-person gift parcels from the USA to Europe.

There is available much excellent International Program material for use in camps this summer including "You and the United Nations" published by the American Association for the United Nations, 45 E. 65th St., New York City 21, 15¢; contains music, games, food, books, films, plays.

The International Relations Committee will be eager to receive new ideas, suggestions and projects to be made available to those interested and to be of assistance to those who wish any information which it may now have in its files. The Committee will welcome at the close of this coming season any reports or comments which have resulted from experience of this summer in international relations. Address communications to Mrs. Lucien G. Henderson, Goodwives River Rd., 44, Darien, Conn.

San Diego Schools

(Continued from page 8)

Bank, it is necessary that he keep accurate account of the three cents or 10 cents he has spent, and that he learn how to write a check for that amount—even for a lone penny post card.

What an opportunity to correlate this experience directly with arithmetic-book learning regarding bank deposits, check writing or just plain subtraction. There are undoubtedly endless opportunities for further enrichments in a 24 hour a day learning process.

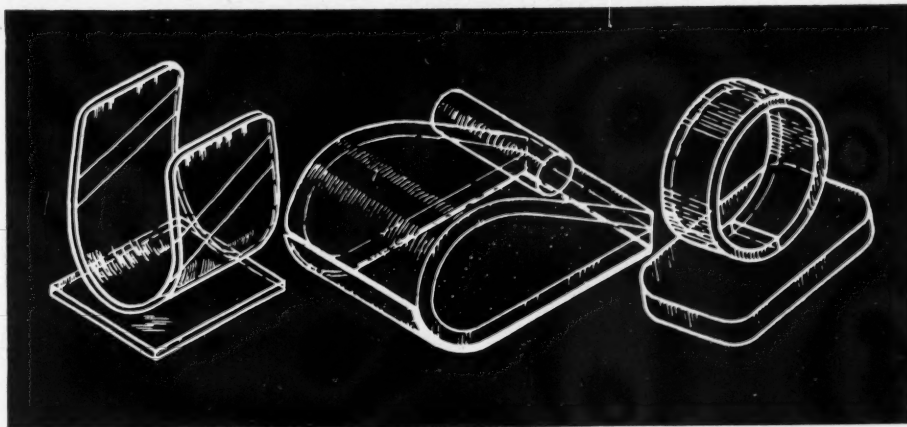
Thus we see a school camp in operation. Let us take a quick over-all view, a summarizing critical view, of the problems faced—the limitations as well as the strengths of this project.

First, we can see the wisdom of moving slowly. Financial backing is a primary essential, if such a project is to have sound footing and an even chance to prove itself. It is known that a camp of this sort cannot support itself on camper fees alone. Some type of subsidy therefore is necessary. Pending legislative trends point toward the allocation of school funds for the operation of school camps; until this happens, other means of finance must be determined within each community.

Adequate leadership is a second major factor in the present and future success of the school camp. Careful thought and planning must be given to selection, training and responsibilities of staff members who are to lead our youth in a continuous living-learning program.

Thorough and continual interpretation of the values of camping education is necessary in order to insure intelligent understanding of the program within the community and the schools. The schools and the camp must work together in an effort to offer each individual camper the most complete camping experience possible in a short period.

The San Diego project is far from ideal in many respects. But in spite of errors and handicaps, a GOOD job of camping is being done. Continually increased enthusiasm and support of school officials has been most encourag-



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ing. They have seen the program at work, they have liked what they have seen and they have asked for more! No project of value can fail with such firm, stalwart backing.

The other group of strong supporters is the campers. Each Friday afternoon sees a group of happy campers returning to town, —campers who do not want to leave. They have had fun, they have learned new things—"more than we learn at school!"—and they have had a new and adventuresome experience, one which in many instances may lead on. The camp has proved itself!

San Diego is planning to expand its camping program. Camp Palomar, a work camp for high school boys, is second on the list. Beach and desert camps are being talked of. The ultimate goal of this program is to have every boy and girl, sometime between the grade levels of six and 12, experience one or two weeks of camp life as a part of the regular school program.

This perhaps sounds like an extremely ambitious program, but San Diego believes it is a valuable one. To quote from their handbook: "The Community School Camp is the last word in American education, and in setting up their camp, San Diego City and County are truly blazing the trail for other American communities. But the Commission do not feel that this is in any sense merely a fad in education. They believe it is rather a new, important, and permanent trend in the direction of making education truly an influence for democratic living."

Thus has San Diego seen the need, and dared to experiment!

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PLEASE NAME YOUR CAMP

Control of Insects

(Continued from page 16)

inside to obtain an even coverage over the entire ceiling, all posts, rafters and sidewalls. On the outside, I would spray all doors and windows and such sides of the buildings as experience showed me were common resting places for flies. All manure piles and refuse heaps would be sprayed, although for these I might expect to repeat the spraying at intervals.

I would stock a supply of two-ounce bottles of repellent for sale or issuance to campers for their use on hikes and outdoor activities away from camp. I would obtain a supply of repellent to minimize the attacks of biting flies on the horses when they were on the woodland trails. Should there be chiggers or ticks in the immediate area of the campsite, or in some field which was used frequently by the campers, I would dust a one per cent DDT powder over the grass and low brush to control these pests.

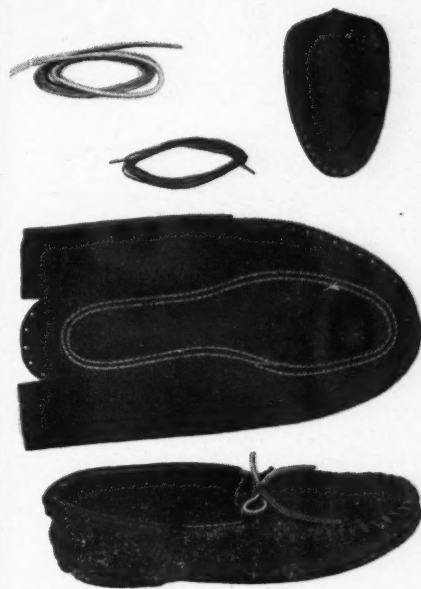
Drain Breeding Grounds

At the beginning of the season, I would endeavor to improve my methods of garbage, rubbish and manure disposal. I would make a survey to see if there are mosquito breeding waters in the near vicinity. If so, I would drain them, if practical; or, if not, spray them about every 10 days with DDT oil solution, or dust with one per cent DDT powder.

In writing this article, it has been my purpose to give the busy camp director a quick insight into the complexities of intelligent insect control. I have tried to explain the meaning of several terms which one hears so much about these days.

Insects are not always predictable and special problems will arise. However, based upon past experiences, it is today practicable for the first time in this science to prepare in advance and thus to prevent the anticipated insect problems from ever arising. This advancement is a tremendous stride in the ceaseless warfare of man versus insects and will become more and more the goal of all those who are confronted with these problems.

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With the Sections

Southwest Section Guests at Camp Mystic

At Camp Mystic, near Hunt, Texas, on March 29, the Southwest Section met in a workshop conference and for two days executives, field directors, camp directors and counselors of various agencies and camps met in friendly group discussions of common interest problems.

Highlighting the conference was the personality of Ernest E. Altick, associate director of the Cheley Colorado Camps, whose first address, "I Love my Job" set the key note of the conference and who also developed its theme "More Camping in Camps." "We have achieved our purpose in camping," he said "when we have planted in the hearts of American youth an appreciation of the out-of-doors, a desire to learn more about it and the necessary skills to enjoy it."

At the business meeting which followed Orrin Blanchard was elected President, Mrs. T. G. Magee and Mrs. Carol Knolk, Vice-presidents; Miss Lois Jarrell, Secretary; and Al Hutchings, Treasurer.

A report on Minimum Camp Standards for (a) Leadership and Organization and (b) Health and Sanitation, was presented to the members at this meeting.

New York Annual Dinner

Members of the New York Section gathered at the Builders' Club in New York on April 30 for their annual banquet and installation of officers. Toastmaster Howard Patton introduced to the guests the officers for 1947 — Col. Ed. Healy, president; Mrs. Lucien Henderson and Wallace Graham, vice presidents; Wm. Trigg, treasurer; Otto Rosahn, Secretary and Jim Moore, executive secretary.

The new president sketched briefly his hopes for the future of the New York Section, following which Dr. M. Robert Gomborg of New York University gave what everyone agreed was one of the most interesting and inspiring talks of the season.

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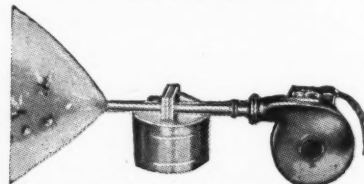
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Pennsylvania Section Holds All-Day Conference

The Pennsylvania Section held an all-day conference April 26 in the Social Service Bldg., Philadelphia, with five lively discussion groups on counselor training, camping activities, day camping, camping for older boys and girls and camp layout. After luncheon the meeting broke up into smaller groups having allied interests, to further discuss the application of the material of the morning discussion groups as it applied to their particular agency or group.

A business meeting and election of officers was held in the afternoon.

Section Presidents

Allegheny: Rev. James P. Logue, 519 Smithfield Street, Pittsburgh, Pennsylvania
Arizona: George Miller, 25 E. Van Buren St., Phoenix, Arizona.
California Central Valley: R. W. Bope, 137 N. San Joaquin, Stockton, Calif.
Central New York: John A. Lennox, 423 Oak Avenue, Ithaca, N. Y.
Central Ohio: Miss Kay Kauffman, 55 East State Street, Columbus, Ohio
Chicago: Miss Ramona Backus, 848 North Dearborn Street, Chicago, Illinois
Colorado: Mrs. Evelyn Hayden, 1260 Albion, Denver, Colo.
Decatur: Christine P'Simer, Decatur Youth Center, Decatur, Illinois
Indiana: Miss Oranda Bangberg, Camp Fire Girls, 108 East Washington Street, Indianapolis, Indiana.
Iowa: Mrs. J. R. Battin, Camp Fire Girls, Cedar Rapids, Iowa
Lake Erie: Arthur A. Beduhn, 3016 Woodbury, Shaker Heights, Ohio.
Louisiana: W. Hobart Hill, Box 1552, Alexandria, La.
Michigan: R. D. Miller, YMCA, 1110 Jefferson, Toledo, Ohio
Minnesota: Clarence Osell, University of Minnesota, Minneapolis 14, Minn.
Missouri Valley: M. E. Mischler, Room 201, 1020 McGee Street, Kansas City 6, Mo.
National Capital: Rudolph Gaber, YMCA, Washington, D.C.
Nebraska: Miss Hortense Geisler, 309 Sunderland Bldg., Omaha 2, Nebr.
New England: Max Nelson, 110 White St., East Boston, Mass.
New Jersey: Louise M. Arangis, 820 Broad Street, Newark, N. J.
New York: Ralph D. Roehm, 420 Lexington Avenue, New York 17, N. Y.
Northeastern New York: Andrew F. Allen, N. Y. State Dept. of Health, Albany, N.Y.
Northern California: J. P. Hargrove, 458 Guerrero St., San Francisco, Calif.
Ohio Valley: Sara Frebis, 213 Dixie Terminal Bldg., Cincinnati 2, Ohio.
Oklahoma: Miss Henrietta Greenberg, Dept. of Physical Education, University of Oklahoma, Norman, Oklahoma.
Ontario: Mr. C. F. Plewman, 50 Bloor Street, East, Toronto, Ontario, Canada
Oregon: Mrs. Elizabeth Church, 6636 N. Missouri, Portland, Oregon
Pennsylvania: Mr. W. V. Rutherford, Boy Scouts of America, 22nd and Winter Streets, Philadelphia 3, Pa.
Quebec: Miss Dais Gass, 4870 Cote des Neiges Road, Montreal, Quebec

St. Louis: Mrs. Ruth Becker, 8040 Davis Drive, Clayton 5, Mo.
San Diego County Section: Paul E. Hammond, East San Diego YMCA, 4056 University Avenue, San Diego 5, Calif.
San Joaquin: J. Wendell Howe, 611 A Street, Taft, Calif.
Southeastern: Mrs. Kathryn F. Curtis, Camp Illahee, Brevard, N. C.
Southern California: Kenneth Zinn, YMCA, Los Angeles, Calif.
Southwest: Mr. Orrin Blanchard, YMCA, Houston, Texas
Tennessee Valley: Henry G. Hart, Division of State Parks, 303 State Office Bldg., Nashville, Tenn.
Tri-State: Julia Hope Hall, 196 Monroe, Memphis, Tenn.
Washington: W. D. Rounsavell, B.S.A., 5118 Arcade Bldg., Seattle 1, Wash.
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Resource Material in Camping

Edited by Marjorie Cooper

Windows Open to the Sky

By Dorothy G. Spicer; published by the Woman's Press, 600 Lexington Ave., New York 22; 1946; 126 pp., \$2.50

A camp supper for St. Swithin's Day is the most intriguing title in this book's list of parties, suggesting as it does a special celebration in connection with the weather. However, the other content of the book is also of real value to camp directors, since, through its authentic folk material, its interesting table of festival dates, its suggestions for methods of creating festivals and dramatizing folk lore, it stimulates many ideas for the development of world fellowship. The program bibliography at the close of the book is excellent.

Camping—a Bibliography for the Camp Director, the Camp Counselor, the Camp Library

Prepared by Harriet I. Carter, Readers' Bureau, Chicago Public Library; 1942

This 46 page bibliography is available free at the Chicago Public Library. In addition to the books suggested and briefly outlined for the use of the director and the counselor, it contains many books by subject, including such important areas as songs, camp craft, sports and games, nature lore and Indian lore. Although this list naturally contains no material published since 1942, the works included are many and usable.

Edible Wild Plants

By Aliner Perry Medsger; Published by the MacMillan Co., New York City; 1939, reprinted 1945.

This volume, interestingly illustrated with sketches and photographs, presents not only a list and identification guides of all kinds of edible wild plants, but also many fascinating bits of Indian lore and poems which show

how these foods have been used. Classifications include fruits, nuts, seeds, salad plants, roots, flavoring, mushrooms, sugars and gums. This would be very usable for a group of campers planning a wilderness project, or trying to find something new to explore on their camp grounds or trips.

The Russian-American Song and Dance Book

By Marion Bergman, Published by A. S. Barnes; 1947; \$3.00

An excellent addition to the camp's folk song library. Not only are the songs and dances presented with good illustrations, but each has some information to help make it an understood and appreciated part of Russian folk lore.

The Chinese-American Song and Dance Book

By A. Gertrude Jacobs; Published by A. S. Barnes, 1947; \$3.00

In this book, which serves as another way to help American children develop world understanding, the Chinese culture is presented through games and rhythmic stories.

New ACA Publications now available

Suggested Policies and Standing Orders for Camp Nursing Services, published by the Minnesota Department of Health. After thoroughly reviewing these standards the publications committee asked for and received permission to mimeograph and make this material available to ACA members and others in the camping field. Price: Fifteen cents.

Canoeing Standards of the ACA. These are revised standards, the result of intelligent work of the Canoeing Committee of the New England Section. Invaluable for your library and for canoeing counselors. Price: Fifty cents.

Camping—What is it? by Betty Lyle. Published by the American Camping Association in January 1947. Should be in every interested educator's hands. Price: Thirty cents.

In ordering these publications address American Camping Assn., 343 So. Dearborn St., Chicago, Ill.

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News Notes

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A fog applicator, claimed by the manufacturers virtually to guarantee camp owners against the perennial nuisance of mosquitoes, flies, gnats, punkies and such sky-borne pests, has been developed by the Combustion Equipment Division of Todd Shipyards Corporation, 1 Broadway, New York City. The makers state that this fog applicator manufactures and dispenses fog carrying death-dealing DDT or other effective insect-slayers, and is considered by entomologists and scientists the best answer so far to spraying problems because the dry vapor it produces is so fine that it envelops everything in sight.

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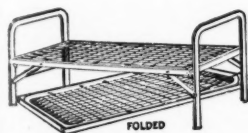
Weighing less than one pound, a new fire extinguisher, said to contain liquid methyl bromide is now available. As it is claimed to measure only seven and one-half inches in length, it can be worn on a counselor's belt like a flashlight and be instantly available in case of sudden brush fires or the explosion of gasoline stoves or lanterns. The American Health and Safety Corporation, 1192 Broadway, New York 1, who manufacture this "Little Giant" fire extinguisher, claim that one turn of a simple valve releases a six-foot stream of methyl bromide, which vaporizes instantly and chokes the flames with a gas heavier than carbon dioxide or carbon tetrachloride vapor.



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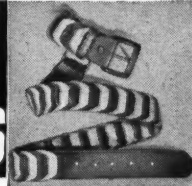
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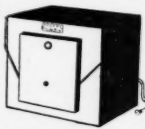
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